

that respect), but in the wide intellectual outlook that they took.

We are, perhaps, among the most favoured bodies of women workers, and therefore it is especially incumbent on us as educationalists to take a world-wide view of our responsibilities and to carry out the command: "Freely ye have received, freely give."

DISCUSSION ON SOCIAL WORK FOR CHILDREN.

It was suggested that children might be trained to think for others by sending country flowers to cripple children; by making articles of clothing for poor children; by having a "Sunbeam" child in whom they would be specially interested. Sometimes the parents allowed the "Sunbeam" child to spend a week with the children who were interested in him, either at the gardener's cottage or (in rare cases) actually in the house. This plan, when adopted, had proved beneficial to both parties.

The question was raised whether the fear of infection should hinder parents from allowing their children to visit or in other ways come in contact with poor children, and it was generally felt that children ought to be allowed to run no unnecessary risks. In this point the Conference disagreed with the paper.

The question was then raised as to how far children should be instructed in the questions of the day, such as Unemployment, Woman Suffrage, etc. It was suggested that much was learned by them from ordinary discussions at table, but that it was important to let them hear both sides of a question without trying to impose upon them personal opinions.

It was decided, as a practical outcome of the paper and discussion that the students should subscribe yearly (the subscriptions being due at Easter and payable to Miss Laurence) to Home and Foreign Missions. It was thought that no better object for the Home Mission subscription

could be found than Miss Conder's Children's Settlement at Hoxton—Miss Conder being an ex-student—and it was agreed that half the subscriptions should be sent to her and half to Miss Smyth, who is going abroad as a missionary, possibly to Uganda.

SOME SUGGESTIONS FOR OCCUPATIONS FOR SUNDAYS AND WET DAYS.

By Miss HIRTZEL.

SUNDAY OCCUPATIONS.—One of the chief difficulties in the way of Sunday occupations appears to be the fact that most people have not made up their minds as to what constitutes "keeping the Sabbath." Some are very lax indeed; others err on the side of strictness. Whether one should make arbitrary rules or not, and how far young people should be allowed to judge for themselves, are two vexed questions which constantly crop up. . . . What we need are some general lines laid down, with plenty of margin, as to the spirit in which our young people should look on the "day of rest." . . . I think a good general principle is that the day should be one of harmony and of consideration for others.

As regards the occupations available for Sunday, I can only give my own experience, and must trust that there will be free discussion. Perhaps it will be helpful if we first run over the whole day and find out at what time "occupations" are most needed. I am taking it for granted that all but the very little children will go to church once at least, and that probably in the morning; and as most children have pets to attend to and the church is often some distance away, there is not much time after breakfast. Still there are exceptions, and this is where the governess comes in. The mother very often has visitors or is otherwise occupied and cannot attend to the children. Sometimes a little manœuvring has to be resorted to: the girls are

perfectly happy with their books, the boys would rather "rag," but eventually they are shepherded into the school-room and are quite keen to look over the Collect, Epistle and Gospel, and discover the day's keynote with perhaps the help of the "Cloud of Witness." The little ones who have just begun to understand something of the service are specially keen.

A girl of fourteen is quite capable of taking a small Sunday School class (I have seen this done with great success both from the point of view of the girl and the class), and this would occupy her for an hour both morning and afternoon.

SUNDAY AFTERNOON.—There is nearly always a family walk, and in any case a walk is desirable. Thus, until about four o'clock in the afternoon on ordinary Sundays, there is no need for any "occupation," by which I understand something which can be made with the hands—games, and so forth. Amongst the foremost of these I put letter-writing. I fully expect a storm of criticism on this point; but we have taken as one general principle that Sunday is to be a day of consideration for others. When a boy or girl of eight or nine years goes to school, his or her parents naturally wish to know details of his life and work which no master can give, and which cannot be demanded of the child if he has not previously been trained to supply them by writing letters under supervision at home. The plan is for the children to retire to the schoolroom after early dinner on Sunday and to write to some relation—a brother or sister at school or a godparent—a good long letter, neatly written. Of course, for the younger children some one must write at dictation.

The question of needlework comes up in the case of girls, and for my part I see no objection to it. Many girls do not care enough for reading to sit down for an hour or so with a book, but like being read to, provided they may have some work for their hands—making garments for a Sunbeam child, or knitting, or even a present, provided it is

kept for Sunday. Older girls might do church embroidery.

For smaller children there is the inevitable scrap-book. We make our own, of rather stiff brown paper, which can be bought in sheets at any large stationer's; or, still better, is brown holland or linen bound with braid. We have made Perry Picture Scrap-books, arranging the pictures either according to subject or under the heads of the various artists. Printing and painting texts is a very favourite occupation. The child has a piece of rather thick cartridge paper, his pencil, ruler, paints, etc.—there is a little bustle getting ready, which is part of the fun; perhaps he has to fetch a little folding table, as he is supposed to be doing all this in the drawing-room—there is a solemn discussion as to a suitable text, the colours to be used, etc. An artistic child will design elaborate scroll-work or floral decoration for his text, and the letters may be beautifully illumined.

Babies of three or four like "pricking" texts. This is, I think, one of the kindergarten occupations adapted. Some one in charge (perhaps an older child) prints a short text such as "God is Love," and puts little dots round each letter. The small child is provided with a large pin, which he sticks through each dot. By the way, something soft (a cushion) must be arranged behind the paper, otherwise it is difficult to get the pin through.

There is a delightful Sunday toy, issued by the S.P.G., which depicts the life of an Indian family, their house, garments, customs, etc., on sheets of thin cardboard; and these must be painted, cut out, and put together.

In a musical family a large part of the afternoon or evening is taken up with vocal and instrumental music. One of my pleasantest recollections is of our Sunday evenings after tea, when we all gathered in the drawing-room, while my father and mother played and sang to us from the great oratorios and from the great composers. Long before I went to school I was familiar with the works of Beethoven, Mendelssohn, Weber, and other composers. The proper singing of hymns is both a delight and a good preparation

for more difficult work. We had our first introduction to part-singing in this way, and were taught to distinguish between good and bad hymn-tunes as well as between good and bad hymns.

Then what a use may be made of pictures! Even the baby likes them; and there is no need for any other form of occupation when such books as "Roadside Songs in Tuscany," Tissot's "Life of our Lord Jesus Christ," "The Gospels in Art," "The Hundred Best Pictures," "The Old and New Testaments in Art," some of the old illustrated editions of "Pilgrim's Progress," and the many other beautiful books are available. Even illustrated papers are useful. I remember being taken through the Crimean and Zulu Wars and the Mutiny in old numbers of the *Illustrated London News*. For Sunday reading no book has ever equalled the "Pilgrim's Progress," and I do not mean to be in any way disloyal when I say that I always regret the setting of this book in our Programmes for anything but Sunday reading, as it undoubtedly takes away from its value as a Sunday book.

Many children love poetry . . . Milton . . . Tennyson, Wordsworth, Keats, Shelley, etc., and above all the boys love Kipling. Perhaps he is not considered "Sunday," though the glow of the "Ballad of East and West" can scarcely be surpassed. Curiously enough, I have met with children who are made positively unhappy by both music and poetry—intensely practical people these, who turn away with distaste from the "Jungle Book" and prefer their gardens to the brigand-haunted shrubbery.

WEEK-DAY OCCUPATIONS FOR WET DAYS.—When I was asked to write this paper, I rather wondered how any House of Education Student could need suggestions on such a subject. My difficulty has always been not "what shall we do?" but, "what shall we do first . . .?" As however I must furnish suggestions, I will hurl them one after the other as they occur to me.

There is a delightful game called "Mechanics made Easy,"

which the boys love and which is very instructive (horrid word too much to the fore nowadays). It consists of a tin box, containing strips of tin perforated with holes, boxes of screws and nuts, brackets, etc., a screwdriver, and, in fact, all the materials for making an endless variety of engineering models, railway trucks, that mysterious conveyance a travelling gantry, models of the Tower Bridge, and so forth. It may be obtained from any good toy shop, and the boxes are of various prices, according to the number of models which can be made. The models, when made, are strong and really "work," and are great adjuncts to the clockwork railway which, I suppose, nearly every boy possesses.

Few things are more fascinating to the average child than a large box of plain wooden or stone bricks, and I know one boy who has worked out for himself the mystery of what, in my ignorance, I can only call *balance* in building. He succeeded in erecting a large and complicated structure with *only one* brick as a foundation.

There is a delightful book by E. V. Lucas, entitled, "What shall we do now?" which gives instructions for all kind of handiwork. Harmsworth's "Children's Encyclopædia" (a thoroughly un-P.N.E.U. publication otherwise, I should say) gives instructions for the making of a charming cardboard village. It can be had in fortnightly numbers, price, I think, 7d.

Few amusements can be made more absorbing for small girls than a doll's house—a home-made one (the village carpenter is the best possible house-builder—ready-made houses are horrid), quite empty, and without fittings. One room is furnished at a time. The walls are papered with Sloyd paper, or plain brown paper with an artistic frieze of brushwork, a frieze rail of a piece of No. 16 cane split in half and the family portraits (in the dining-room)—after Gainsborough, etc.—hung round the walls. Of course, before the family can sit for their portraits they must be dressed; this will take some time. Beds are made from

notepaper boxes and the baby's crib from a Bryant and May match-box, with match legs, decorated with gold sealing-wax knobs. The carpets (real Brussels or Persian, according to taste), in Smyrna rug-work on fine sampler canvas with crewel wool, hem-stitched bed-linen and beautifully button-holed blankets, are, of course, the only use. The servants must be in correct costume, and their bedroom tastefully furnished; for why should they not be made as happy as the rest of the family?

With the older girls there is seldom any difficulty. A wet day is hailed with delight. So many things to do and so little time to do them in. The making of presents, sloyd, basket-work, book-binding, needlework, nature note-books and endless odds and ends of occupations left over from the last wet day crowd upon one another until one's brain whirls to think of them.

We have often spent the wet days of our term in preparing for an entertainment. There is the plot to be worked out, the dresses to make, *and* the scenery. A rather elaborate charade may be got up, with programmes, or a fancy-dress tea. Children who are fond of dolls like tableaux—scenes from a fairy story, etc.—in which their dolls perform. A good form of charade is Nebuchadnezzar. The name of an historical character is chosen, such as John. Each letter is made to represent the initial of another character, scenes from whose lives form the charade.

e.g., J—Joan of Arc.

O—Oliver Cromwell.

H—Horatius.

N—Nero.

JOHN being the final scene. The signing of Magna Carta is usually taken, but any scene will do.

Last term we got up the "Walrus and the Carpenter," set to music by Alfred Scott Gatty. One child sang the narrative parts in costume, and the rest formed moving tableaux, acting each verse as it was sung. We made the

oyster shells of brown paper, and had four charming little boy and girl oysters. The sun and moon shone gaily from a dark blue screen, and the Walrus and the Carpenter (with entirely home-made costumes), looked very realistic.

The most popular wet-day game is "Kikkyseg," which, as I suppose most students know, is a form of "I spy," which is played by some grown-up person as "cat," and an unlimited number of children. The only rules are that no one must remain in one place for more than five minutes, and that prisoners, when caught, must remain in prison till rescued by one of the hidiers. Rescue is effected by calling the name of the prisoner or by saying "Rescue." Prisoners are made in the same way.

The children as a rule want no more than a suggestion to forge ahead in their own way. I think it is very much better as a rule to let them find their own occupations than to be always trying to fill up their time. In this, as in other directions, a "judicious letting-alone" is necessary. I have said nothing about the family magazine, as I know that many students have started them. "Blue John," our particular one, was a great success while it lasted, and it is being revived.

In conclusion, it is obvious that every family has its own peculiar tastes, and each child his own pet occupations, and it is impossible to do anything but suggest those occupations and amusements which have been found of use in one's own experience.

DISCUSSION ON THE PRECEDING PAPER.

Extra illustration was mentioned; this means the illustration of a certain extract by means of pictures taken from papers, books, advertisements, etc., pasted on to detached sheets of paper.

Classified collections of picture postcards, the making of woollen balls and scarves (on peg frames), the keeping of a diary of events of national or world-wide importance, illustrated by cuttings from papers, etc., were also mentioned as providing good occupations.